

**SOC 100: CONTEMPORARY SOCIETY
SPRING 2017**

INSTRUCTOR: David Newman

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OFFICE HOURS: Tuesday & Thursday, 11:30-1:30, and by appointment

COURSE DESCRIPTION

The purpose of this course is to achieve a scholarly understanding of everyday life within human societies. One of the values of a discipline like sociology is that it can provide us with a framework for examining our own private worlds. Once we take a close look at behaviors and situations that we often take for granted, it is possible to see that there is order and predictability in our lives. Things like talking, using space, waiting, relating to members of a different gender or race, choosing clothing, presenting images of ourselves to others, meeting and interacting with strangers are all behaviors that happen in culturally predictable ways. When we understand these aspects of our social lives, we are able to understand how society as a whole is organized and ordered. We can then proceed to the crucial task of analyzing the problems that threaten the organization and order of society.

The important lesson we will learn in this class is that there is a relationship between what happens to us in our individual day-to-day lives, the structure of society, and the problems that plague society. Throughout this course we will examine how such issues as racial and sexual inequality, ageism, poverty, crime, and domestic violence are created, how extensive they are and how they are relevant to our personal lives.

Some of what we will learn in this course may initially seem like “common sense” (although you’ll see early on that upon closer inspection our common sense typically fails us). Sometimes you will swear we are talking about your own life. At other times what we will learn might be shocking, surprising or even make you angry.

Because we are all individuals who live in a complex society, we all have “hands on” experience with social life. Therefore we all potentially have something to teach one another. I not only encourage, but expect everyone in this course to contribute and participate in class discussions so as to share those experiences. This course will be a forum for thought and question as we hear from each other and search together for insight into how and why we live as we do. Remember, I’m just as interested in what you have to say as I hope you are in what I have to say.

COURSE REQUIREMENTS

Grades will be based on 3 in-class exams, participation in an issue panel presentation, a short issue-related paper, and class participation throughout the semester.

EXAMS. There will be 3 non-overlapping exams. The exams will consist of short definitions and detailed essay questions based on class readings and lectures. “Study guides” will be handed out 1 week prior to the exam date. Definitional terms and essay questions that are on the exam will be chosen directly from the “study guide.” Exam dates are listed below.

ISSUE PANEL AND ESSAY PAPER. 7 panel discussions, each covering a different issue of sociological relevance, will be held throughout the semester (I will hand out topics the first week of class). You will be asked to sign up for **one** of these panels. There will be three or four students on each panel. Panels will be responsible for a 40-minute in-class presentation on topics related to their issue. Each student will write an original 7-page paper on the topic that s/he chooses to include in the issue panel. The paper will be due one week or so after the in-class panel presentation. **In addition to course lectures and readings, you will be required to use information from outside sources (e.g., academic journal articles and books) in preparing this paper.**

ATTENDANCE POLICY AND CLASS PARTICIPATION. I believe that learning is an interactive process. Much of the material for this course will be covered in class and will rely heavily on in-class discussion and debate. The success or failure of any class always hinges, to a large extent, on the combination of the people involved. Therefore, **regular class attendance is mandatory** and active participation is not only encouraged but expected. If you are going to miss class, it is your responsibility to let me know **in advance** and your responsibility to get the information we covered. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions and are typically documented. According to DePauw’s *Academic Handbook*, “There are no ‘allowed cuts’ or ‘free’ absences from class sessions. Faculty members may drop students from their classes or other appropriate action may be taken if absences are too frequent.” **Hence, if you have more than four absences during the semester, you may not be eligible to continue in the course whether these absences are excused or unexcused.**

In addition, please do not bring your laptops to class (unless I instruct you to do so). The lure of email, Facebook, Twitter, Snapchat, and other distractions is simply too strong to avoid, and would inevitably make class discussion difficult.

GRADING. Points will be assigned as follows:

Exam 1	60 points
Exam 2	60 points
Exam 3	60 points
Issue paper	40 points
Panel discussion	20 points
Class Participation	10 points

Total	250 points

I use a non-competitive grade scale. This means that the grade you receive will depend entirely on your mastery of the course material, not on how well your performance compares to others in the class.

REQUIRED READINGS (all available at the campus bookstore)

- ❑ Susan Ferguson, *Mapping the Social Landscape*, 7th edition, New York: McGraw-Hill, 2013
- ❑ David Newman, Jodi O'Brien, & Michelle Robertson, *Sociology: Exploring the Architecture of Everyday Life (Readings)* 10th edition, Thousand Oaks, CA: Pine Forge Press, 2015
- ❑ Robert Lauer & Jeanette Lauer, *Sociology: Windows on Society*, 7th edition, New York: Oxford University Press, 2007
- ❑ Michael Schwalbe, *The Sociologically Examined Life*, 4th edition, New York: McGraw-Hill, 2008

DISABILITY ACCOMODATIONS

It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Union Building Suite 200 or by phone at 658-6267.

TENTATIVE SCHEDULE OF WEEKLY TOPICS AND READING ASSIGNMENTS

[NOTE: (F)=Ferguson; (L&L)=Lauer & Lauer; (NOR)=Newman, O'Brien & Robertson

WEEK 1 (MWF) & WEEK 2 (MW): INTRODUCTION TO THE COURSE AND TO SOCIOLOGY

- ❑ H. Kelman & V.L. Hamilton, "The My Lai massacre: A military crime of obedience" (NOR), pp. 14-26
- ❑ M. Colvin, "Descent into madness" (F), pp. 229-242
- ❑ D. Gaines, "Teenage wasteland" (F), pp. 7-18
- ❑ C.W. Mills, "The Sociological Imagination" (NOR), pp. 5-9
- ❑ M. Schwalbe, *The Sociologically Examined Life*, chapter 1 ("Making sense of the world differently") and chapter 4 ("Relationships, groups, and interdependence")
- ❑ B. Glassner, "Culture of fear" (NOR), pp. 35-47
- ❑ L. Hamilton & E. Armstrong, "The (mis)education of Monica and Karen" (NOR), pp. 48-52

FILM: *PERIOD PIECE*, Monday, February 6

WEEK 2 (F) & WEEK 3 (MW): CULTURE AND THE ORGANIZATION OF EVERYDAY LIFE

- ❑ J. L. Watson, "McDonald's in Hong Kong" (NOR), pp. 83-90
- ❑ H. Miner, "Body ritual among the Nacirema" (NOR), pp. 69-72
- ❑ A. Fadiman, "The melting pot" (NOR), pp. 73-82
- ❑ H-K. Trask, "Lovely hula hands," (F), pp. 113-120
- ❑ R. Dibiase & J. Gunnoe, "Gender and culture differences in touching" (L&L), pp. 113-122

WEEK 3 (F) & WEEK 4 (MWF): SOCIALIZATION AND THE CONSTRUCTION OF SOCIAL REALITY

- ❑ M. Romero, "Life as the maid's daughter: An exploration of the everyday boundaries of race, class, and gender" (NOR), pp. 93-101
- ❑ A.M. Lindner, "Controlling the media in Iraq," (F), pp. 453-463
- ❑ G. Dyer, "Anybody's son will do" (F), pp. 158-168
- ❑ Schwalbe, *The Sociologically Examined Life*, chapter 2 ("Inventing the social world") and chapter 5 ("Becoming human")

- ❑ B. Lucal, "What it means to be gendered me." (F), pp. 301-314
- ❑ H. L. Friedman, "Tiger girls on the soccer field," (NOR), pp. 102-106
- ❑ N. Jones, "Working 'the code': On girls, gender, and inner-city violence" (NOR), pp. 107-115
- ❑ E.W. Kane, "No way my boys are going to be like that!" (F), pp. 121-133
- ❑ B.J. Risman & K. Myers, "As the twig is bent: Children reared in feminist households" (L&L), pp. 77-88

WEEK 5 (MW) AND WEEK 6 (M): IMPRESSION FORMATION AND IMPRESSION MANAGEMENT

- ❑ D. Gimlin, "Cosmetic surgery: Beauty as commodity" (L&L), pp. 51-63
- ❑ E. Goffman, "The presentation of self in everyday life: Selections" (NOR), pp. 119-128
- ❑ K. Lacy, "Blue chip Blacks: Managing race in public spaces (NOR), pp. 129-141
- ❑ R. Granfield, "Making it by faking it: Working-class students in an elite academic environment" (F), pp. 145-157
- ❑ D. Grazian, "The girl hunt: Urban nightlife and the performance of masculinity as collective activity" (NOR), pp. 142-150
- ❑ Schwalbe, *The Sociologically Examined Life*, chapter 9 ("Images, representations and accounts")

*****EXAM 1: FRIDAY (WEEK 5), MARCH 3*****

WEEK 6 (WF) & WEEK 7 (MWF): CONTACTS AMONG INTIMATES: CONSTRUCTING SOCIAL RELATIONSHIPS

- ❑ J. Stacey, "Gay parenthood and the end of paternity as we knew it" (NOR), pp. 164-178
- ❑ S. Coontz, "The radical idea of marrying for love" (NOR), pp. 153-164
- ❑ A. J. Cherlin, "The deinstitutionalization of American marriage" (F), pp. 586-598
- ❑ D. Fee, "Covenant marriage: Reflexivity and retrenchment in the politics of intimacy" (NOR), 179-183
- ❑ D.K. Hibbler & K.J. Shinew, "The social life of interracial couples" (L&L), pp. 123-133
- ❑ K. Edin & M. Kefalas, "Unmarried with children" (F), 598-606
- ❑ A. R. Hochschild, "Love and gold," (NOR), 334-341
- ❑ K. Ferraro & J. Johnson, "How women experience battering: The process of victimization" (L&L), pp. 205-213

****FILM: *THREE OF HEARTS*, Wednesday, March 15. Evening showing (7:00pm) ****

WEEKS 8 THROUGH 12: INEQUALITY AND STRATIFICATION

A. SOCIAL CLASS [WEEK 8 (MWF)]

- ❑ Schwalbe, *The Sociologically Examined Life*, chapter 10 (“Understanding power in social life”) and chapter 11 (“Differences and inequalities”)
- ❑ G. W. Domhoff, “Who rules America?” (F), pp. 253-266
- ❑ M.L. Stevens, “A school in a garden” (F), pp. 564-577
- ❑ T. M. Shapiro, “Race, homeownership, and wealth” (F), pp. 266-277
- ❑ K. Davis, W.E. Moore, & M. Tumin, “Some principles of stratification” (F), pp. 243-252
- ❑ W. Greider, “These dark satanic mills” (NOR), pp. 215-224

WEEK 9 IS SPRING BREAK – NO CLASS FROM MONDAY, MARCH 27 TO FRIDAY, MARCH 31



B. POVERTY [Week 10 (MWF)]

- ❑ V. Adair, “Branded with infamy: Inscriptions of poverty and class in America (NOR), pp. 248-258
- ❑ B. Ehrenreich, “Nickel-and-dimed” (F), pp. 278-291
- ❑ M.R. Rank, H-S Yoon, & T.A. Hirschl, “American poverty as a structural failing” (L&L), pp. 145-159
- ❑ N. Copeland & C. Labuski, “The people at Wal-Mart,” (NOR), pp. 259-268
- ❑ B.A. Arrighi, “America’s shame: Women and children in shelters” (L&L), pp. 160-166

C. RACIAL INEQUALITY [WEEK 11 (WF) & WEEK 12 (M)]

- ❑ M. Desmond & M. Emirbayer, “What is racial domination?” (F), pp. 338-353
- ❑ M. C. Waters, “Optional ethnicities: For whites only?” (NOR), pp. 278-284
- ❑ M. Leung, “Jeremy Lin’s model minority problem,” (NOR), pp. 285-288
- ❑ D. Van Ausdale & J.R. Feagin, “Using racial and ethnic concepts” (F), pp. 134-145
- ❑ K. M. Flower Kim, “Out of sorts: Adoption and (un)desirable children” (F), pp. 364-376
- ❑ C.S.V. Turner, “Women of color in academe: Living with multiple marginality” (L&L), pp. 168-178

EXAM 2: MONDAY (WEEK 11), APRIL 10

D. SEX AND GENDER INEQUALITY [WEEK 12 (WF) & WEEK 13 (M)]

- ❑ M. Loe, “Working at Bazooms” (F), pp. 79-94
- ❑ C.L. Williams, “Still a man’s world: Men who do ‘women’s work’” (NOR), pp. 303-312
- ❑ A.H. Wingfield, “Racializing the glass escalator” (F), pp. 479-491
- ❑ R. Lowes, “How unhappy are women doctors?” (L&L), pp. 197-204

WEEK 13 (WF), WEEK 14 (MWF): DISORDER IN SOCIETY: DEVIANCE AND EVERYDAY LIFE

- ❑ A. Ayres Boswell & J.Z. Spade, "Fraternities and collegiate rape culture" (F), pp. 216-228
- ❑ W. Chapkis, "Patients, 'potheads,' and dying to get high" (NOR), pp. 202-210
- ❑ J. Best & G. Horiuchi, "The razor blade in the apple: The social construction of urban legends" (L&L), pp. 395-402
- ❑ L. Guinier & G. Torres, "Watching the canary," (NOR), pp. 187-190
- ❑ P.J. McGann, "Healing (disorderly) desire: Medical-therapeutic regulation of sexuality" (NOR), pp. 191-201
- ❑ P. A. McLorg & D. E. Taub, "Anorexia Nervosa and Bulimia: The development of deviant identities" (F), pp. 205-216
- ❑ D.L. Rosenhan, "On being sane in insane places" (F), pp. 48-58

WEEK 15 (MW): CHANGE IN SOCIAL LIFE: AGING AND THE LIFE CYCLE

- ❑ D.F. Alwin, "Generations X, Y, & Z (F), pp. 644-652
- ❑ P. Uhlenberg & J. de Jong Gierveld, "Age-segregation in later life" (NOR), pp. 342-349

*****EXAM 3: WEDNESDAY, MAY 17 @ 9:30AM*****